



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey

US History to 1900 Honors

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques and strategies, as per a student's IEP.

Springfield Board of Education
Approved July 25, 2022



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Springfield Public Schools
Springfield, New Jersey

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Superintendent of Schools

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Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

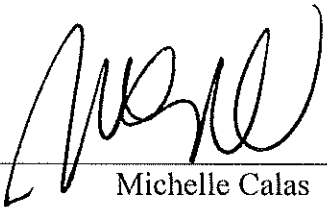
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: US History to 1900 **Honors Grade Level:** 10 **Unit 1- American Beginnings Jamestown to 1783**

Unit Summary: This unit traces the early contacts among groups in North America, and North American societies in the context of the Atlantic World. It evaluates Spanish exploration and the development of colonies in the Americas. It also chronicles the rise of the English as an imperial power, including the conflict with the Spanish in such events as the Spanish Armada. Attention will be paid to the initial English colonial settlements, including successes and failures, and the unique attributes of each of the colonies as well as the evolution of relations between the colonies and England, including the debate over citizenship and representation and the military conflicts with the French, culminating in the French and Indian War. Students will then explore the consequences of the French and Indian War; growing tensions between the colonies and Parliament over taxation and representation; diplomatic relations between the colonies, the British Parliament. The unit will conclude with the American Revolution evaluating strategies of both sides in the Revolutionary war, the course of the battles, and ultimately why the American forces were victorious. At the honors level students will be required to read supplementary materials on a regular basis in addition to the online resources and primary sources. In addition, this honors level course requires the use of critical thinking skills, the analysis of documents, and a significant volume of independent work. Writing will be a major focus of the course and students will be completing Document Based Questions (DBQ).

Primary Interdisciplinary Connections: *English*

[21st Century Themes](#) ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: In order for democracy and freedom to exist and continue, one must come to know and understand its origins. The study of the development of America, the origins and beliefs of the original thirteen colonies, as well as knowing the history of exploration of the land are crucial components to understanding the beginnings of America. This unit brings to the students this understanding.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.



NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SEL.PK-12.3 – [Competency] Social Awareness

SEL.PK-12.4 - [Competency] Responsible Decision-Making

NJSLSA.W8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Content Statements: The examination of individual experiences, historical narratives and events promotes an understanding of individuals, their heritage, and communities. Responses to the violation of fundamental rights, the passion to pursue such rights, and development of a democratic system of government requires knowledge and active participation of its citizens. Key historical events, documents, and individuals must be explored and discussed in order to lead to the development and understanding of a nation and its people.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
6.1.12.GeoGI.1.a:	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and places as well as broader historical and North American settlers.
6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.



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6.3.12.CivicsPD.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
9.4.12.CI.1:	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement and transition
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.9b	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Essential Questions:

- Who were the first people to explore and settle this new land?
- What were the first settlements in the new land?
- Who were the first people of the colonies?
- What were the political, social and religious values and beliefs the colonists brought to America?
- What were the struggles of the Founding Fathers?
- What was the price American Patriots paid to win freedom from tyranny and establish democratic independence?
- What is an American?
- How has the past fight for freedom shaped the present state and views of freedom in the US?



Unit Enduring Understandings:

- To have freedom it took the sacrifice of many.
- The fight to become an American invoked a sense of pride and belief in fundamental freedoms.
- In order for democracy to exist, it must be sought.
- The past shapes the future.

Unit Learning Targets:

Students will....

- Describe how migration from Europe shaped the character of colonial society.
- Describe the political, social and religious values and beliefs colonists brought to America and how these shaped its development.
- Identify the first settlements in Roanoke and Jamestown and how they led to the development of the original Thirteen Colonies.
- Identify and describe the various struggles of the Founding Fathers and the price American Patriots paid to win freedom from tyranny.
- Analyze and discuss how the French and Indian War was a turning point in British/Colonial relations as Parliament sought to tighten control over the colonies.
- Describe why the colonists resorted to political protest against British policies and understand why revolution seemed the only option left for the colonies.
- Discuss how political control was allocated within the government under the Articles of Confederation.
- Explain the events leading to war for independence and the battle with Great Britain on the Road to Revolution.
- Discuss elements of being an American and the rising American character.



Evidence of Learning

Summative Assessment: At the completion of this unit which will cover 20 days, students will demonstrate their understanding and achievement of the objectives by taking a summative unit test, complete a personal reflective essay, an individual thematic project, and group presentation reflecting study and mastery of content.

Equipment Needed: PowerPoint and Word software; MacBook laptop, digital video projection device; internet access, OnCourse access and assignment listing/development features; whiteboard and markers; paper and pens/pencils

Teacher Resources: Lesson notes in PowerPoint format emphasizing key points; handouts

Formative Assessments:

- Notes
- Class participation and discussion
- Classwork
- Homework
- Section Quiz
- Section Test
- Document Based Question completion
- Journal/personal reflection essay
- Mini projects
- Timelines, graphs, charts
- Mini report - i.e., biographies
- Mini projects - i.e., news article/time period newspaper



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Lesson Plans

Lesson	Time Frame
Lesson 1: The Early People	5 days
Lesson 2: Voyages of Discovery	5 days
Lesson 3: Natural Rights and the Fight for Independence	10 days

Teacher Notes: prepare guided notes using chapter intro/summary facts, make important/key terms list using bold italic words in chapter, answer section review questions in prep for review and lesson closure

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://History.com>

<http://geography.about.com/od/historyofgeography/a/ageexploration.htm>

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=691

<http://americanhistory.about.com/library/charts/blcolonial13.htm>



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Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: *The Early People* Time Frame: *5 days*

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English, Math, Science, Technology

Integration of Technology:

Word doc, Internet, PowerPoint, OnCourse

Equipment Needed:

Digital video projector, PowerPoint software/application, OnCourse software/applications, whiteboard and markers, laptop with projector, connector & speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the early people in America - Identify the culture, traits and ways of early people - Read and discuss historical facts about the early people - Identify key terms and ideas - Take notes and participate in class activities	Lesson Sequence - AS: Begin lesson with question: Who do you think were the first Americans? - Procedure: Facilitate a discussion of student responses to anticipatory set (AS above) - Direct learning to topic focus: People from Asia, Europeans, slaves, Native Americans, Explorers, Aztecs, Mayans, Olemics - Introduce key points from chapter, reference notes via teacher dev. powerpt; link students to an online copy and note taking format via OnCourse - Read, review, discuss key points of chapter - Discuss methods, purpose, reasons, benefits to migrating to a new world	- Close: Review, complete classwork and homework - chapter review questions - Take notes on sections - Answer review question sheets - Administer section quizzes - Administer chapter test



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- Make comparisons, analyze cultures, apply concepts to definitions of terms and essential questions
- Review key points; have students restate
- Differentiation/self-directed learning/ enhanced use of technology: Utilize internet to search related content/sources on section topics, review, write quick key pts, book mark
- HW: Answer chapter review questions

Differentiation:

Options: textbook reading, online search, Cornell notes & summary, Inspiration webs, graphic organizers w/ tables, poster, partner notes

Resources Provided:

- Suggested: Key terms/people handouts
- PowerPoints outline notes
- End of chapter summary reviews & questions
- Study guides
- Maps/charts/graphic organizers



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Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: *Voyages of Discovery* Time Frame: **5 days**

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English, Math, Science, Technology

Integration of Technology:

Word, Internet, PowerPoint, OnCourse

Equipment Needed:

Digital video projector, PowerPoint software/application, OnCourse software/applications, Whiteboard and markers, laptop with projector connector & speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify, name, and discuss first voyagers and nations to venture to the new world - Identify, describe and discuss reasons for early voyages of discovery, problems, results - Read and interpret maps and charts - Identify, define and apply key words and terms from chapter - Discuss how voyages of exploration and discovery lead to early colonization in new world - Take notes and participate in class activities	Lesson Sequence - AS: Begin lesson with questions: What does it mean to engage in discovery and exploration? How is this important when searching for a new land? - Materials: Internet access - Procedure: Facilitate a discussion of student responses to anticipatory set (AS above) - Direct learning to topic focus: Voyages of Columbus, Cabral, Cabot, Cartier, Hudson, et.al. - Introduce key points from chapter, reference notes via teacher developed PowerPoint; link students to an online copy and note taking format via OnCourse. - Read, review, and discuss key points of the chapter.	- Close: Review, complete classwork/homework - Chapter review questions - Take notes on sections - Answer review question sheets - Administer section quizzes - Administer chapter test



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- Discuss methods, purposes, reasons, problems, resources related to discovery/ exploration.
- Make voyage comparisons, analyze routes, apply concepts to definitions of terms and essential questions.
- Review key points, students restate.
- Differentiation/self-directed learning /enhanced use of technology: Utilize Internet to search related content/sources on section topics, review, write quick key pts, bookmark.

Differentiation:

Options: textbook reading, online search, Cornell notes & summary, Inspiration webs, graphic organizers w/ tables, poster, partner notes

Resources Provided:

- Suggested: Key terms/people handouts
- Powerpoints outline notes
- End of chapter summary reviews & questions
- Study guides
- Maps/charts/graphic organizer



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: *Natural Rights/The Fight for Independence* Time Frame: **10 days**

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English, Math, Science, Technology

Integration of Technology:

Word doc, Internet, PowerPoint, OnCourse

Equipment Needed:

Digital video projector, PowerPoint software/application, OnCourse software/applications, laptop with projector connector & speakers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and describe the various struggles of the Founding Fathers to win freedom from British tyranny - Analyze and discuss how the French and Indian War was a turning point in British/Colonial relations - Identify and discuss how Parliament sought to tighten control over the colonies - Identify and discuss why colonist resorted to political protest against British policies and understand why revolution seemed to be the only option for freedom - Explain events leading to war for independence and the battle with Great Britain	Lesson Sequence - AS: Begin the lesson by Internet search of the concept of natural rights followed by discussion - Materials: Internet access - Procedure: Facilitate a discussion of student responses to anticipatory set (AS above) - Direct learning to topic focus: Natural rights, - Discuss the impact of the French and Indian War, Intolerable Acts, tyranny, natural rights, freedom, rights, and Independence. - Read, review, and discuss key points of the chapter. - Discuss the beliefs, ideals, values, political & social foundations of government problems, apply definitions	- Close: Review, complete classwork/homework - Chapter review questions - Take notes on sections - Answer review question sheets - Administer section quizzes - Administer chapter test



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- Describe why the colonies resorted to political protest against British policies
- Discuss elements of being an American
- Take notes and participate in class discussions/activities

- to concepts, terms and essential questions.
- Define, discuss, put in notes definition, example of Natural Rights and meaning of Independence.
- Identify and list leaders of the movement for American Independence.
- Identify the methods, strategies of war leading to independence.

Differentiation:

Options: textbook reading, online search, Cornell notes & summary, Inspiration webs, graphic organizers w/ tables, poster, partner notes

Resources Provided:

- Suggested: Key terms/people handouts
- PowerPoints online notes
- End of chapter summary reviews & questions
- Study guides
- Maps/charts/graphic organizer



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☐	☒	☐
Allow for student choice	☐	☒	☐
Provide scaffolding for acquiring targeted knowledge/skills	☐	☒	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☐	☒	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☐	☒	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies **Grade Level:** 10 **Course Title:** US History to 1900 Honors

Created: Mande Bellarosa

Board Approved on:



Unit Overview Template

Content Area: US To 1900 Honors **Grade Level:** 10 **Unit 2 : *Post Revolution to Age of Jackson***

Unit Summary: This unit begins with evaluating the origins and structure of the Articles of Confederation; including the political, social and economic challenges of this Critical Period. It evaluates the circumstances surrounding the Constitutional Convention, the structure of the Constitution and argument over ratification and the development of the Bill of Rights. This unit then explores the birth of a new nation and struggle for identity as well as the growing pains of the New Republic. George Washington's presidency is highlighted showing the development of the role of the President; the debate over the Bank of the United States, and the emergence of political parties; foreign relations, including the Jay Treaty and the Pinckney Treaty. Foreign affairs of the era are emphasized through the XYZ Affair, the conflict with the Barbary Pirates, and the growing tensions with Europe during the Napoleonic Wars. Marbury v. Madison shows the development of the role of the Supreme Court. Jeffersonian Republicanism is depicted through policies regarding the Bank, Louisiana, Aaron Burr, and foreign relations. The causes and course of the War of 1812 will be evaluated including the political, social, and economic aftermath of the war, including the death of the Federalist Party, the emergence of the Second Bank of the United States, and the conflict over internal improvements. The Era of Good Feelings, the contested election of 1824 and Jacksonian Democracy; including its beliefs, policies, and the Four Main Crises of the Age of Jackson: the expanding view of democracy (spoils system, rotation in office), the Native American question (court cases and Indian removal), the nullification crisis, and economic issues of the period (Second Bank of the United States and the Panic of 1837), will conclude this unit.

Primary Interdisciplinary Connections: *ELA*

[21st Century Themes](#) ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: In order for democracy to continue, participation in government is a necessity. Social Studies education promotes a sense of pride and nationalism that can prepare individuals to participate intelligently in community affairs. These themes are emphasized in this unit as the nation grows after the Revolution through the extension of democracy during the Age of Jackson. Its components provide students with the content knowledge and skills needed to negotiate their way through the maze of current political and social issues. The study of this unit of history, geography, government, sociology, economics, and civics enables students to participate in national, state, and local decision-making.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in



the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SEL.PK-12.3 – [Competency] Social Awareness

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NJSLSA.W10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Content Statements: U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.
6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.
6.1.12.CivicsPR.2.a:	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.EconEM.2.c	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.



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6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
6.1.12.Civics.PI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.3.12.CivicsPD.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



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SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.9b	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Evidence of Learning

Summative Assessment: 13 days

Equipment Needed: Laptops/Internet

Teacher Resources: Computer, Internet, text sources

Formative Assessments:

- Class Discussions
- DBQ Essays
- Multiple Choice Tests
- Free Response Essays



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Lesson Plans

Lesson	Time Frame
Lesson 1: On Location: News Briefs War of 1812	5 days
Lesson 2: Trial of Andrew Jackson	7 days
Lesson 3: To Buy or Not to Buy?	1 Day

Teacher Notes: prepare guided notes using chapter intro/summary facts, make important/key terms list using bold italic words in chapter, answer section review questions in prep for review and lesson closure

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.history.com/shows/america-the-story-of-us>

<http://library.thinkquest.org/22916/>

<http://www.whitehouse.gov/about/presidents/andrewjackson>

<http://www.digitalhistory.uh.edu/>



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Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: *To Buy or Not to Buy* Time Frame: *1 day*

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English

Integration of Technology: Word Document, Internet, OnCourse, PowerPoint

Equipment Needed: White Board, DVD Player, The Story of US

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use analytical reasoning to determine if they should buy a “chunk of land from a foreigner” • Identify the Louisiana Purchase and the Lewis and Clark expedition	Lesson Sequence • Organize the students into groups of 3 or 4. • Distribute the class handout with instructions and things to consider about making such a purchase. • Have them work together for 10 min listing Pro's and Con's of whether or not to buy the land. • Have the students put their lists on the board which will be followed up by a discussion of all the groups work. • End the class with brief notes/video clip (5 min) of the Louisiana Purchase and the Lewis and Clark Expedition.	• Class discussion • Class notes
Differentiation: poster project, primary source readings		
Resources Provided: • Worksheet • PowerPoint		



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Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: ***On Location War of 1812*** Time Frame: **5 days**

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English/ Communication/ Technology

Integration of Technology:

Laptops, iMovie, Word Document, Internet, OnCourse, PowerPoint

Equipment Needed:

Laptops, iMovie, Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the mounting pressures that give way to the War of 1812 - Describe the major campaigns of the War of 1812 - Summarize the result of the war and the Treaty of Ghent	Lesson Sequence - Prior to beginning the project students will complete as a homework assignment a handout covering the basic information on the War of 1812. - Students will be divided into five groups all pertaining to different aspects of the war - Groups will research their given subtopic of the War of 1812. - Groups will create an iMovie News Brief of their subtopic of the War of 1812. - Groups will present their movies to the class.	iMovie w/ Evaluation Rubric
Differentiation: The students can also create a wiki page to display an understanding of the material		
Resources Provided: - Project Overview - iMovie Tutorial		



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Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: ***Trial of Andrew Jackson*** Time Frame: 7 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English, Communications, Technology

Integration of Technology:

Laptop, Word Document, Internet, OnCourse, PowerPoints

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the Presidential actions of Andrew Jackson to determine if impeachment would have been warranted including his use of the veto, treatment of the Native Americans, the Nullification Crisis and the Bank War - Practice legal question-and-answer skills by participating in a mock trial	Lesson Sequence - Background information on Andrew Jackson will be given on his presidency. - The students will be assigned various roles that they will have to research and prepare. - The students will participate in a mock trial of Andrew Jackson.	- Teacher observation - Student Self-Evaluation
Differentiation: Students may also complete this assignment by writing an essay defending or attacking his actions in each event.		
Resources Provided: - Informational Handouts - Character Roles - PowerPoint		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☐	☒	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☐	☒	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies **Grade Level:** 10 **Course Title:** *US History to 1900 Honors*

Created by: Mande Bellarosa

Board Approved on:



Unit Overview Template

Content Area: Social Studies **Grade Level:** 10 **Unit 3: *Growth, Division, and Reunion-Antebellum to Reconstruction***

Unit Summary: This unit will begin by evaluating trends in westward expansion, specifically independence in Texas and statehood issues involving slavery; life on the trail; Oregon and California; border crisis involving Mexico and the Mexican War; and negotiation of the Treaty of Guadalupe-Hidalgo and shifting power structure in North America. Students will then evaluate the effects of the Mexican War in terms of land acquisition, slavery, economics, and politics; The Four Horsemen of the American Apocalypse, including Uncle Tom's Cabin, the Kansas-Nebraska Act, the Dred Scott Decision, and John Brown's Raid; and the Secession Crisis. The outbreak of the military conflict between north and south, and the course of the war will be examined. Issues such as political, diplomatic, social, and economic consequences of the war, north and south; religion and the abolitionist cause; the Emancipation Proclamation and its effects on the war effort and the slave population; and generals and leadership during the crisis, north and south will be taken in to consideration as to the final outcome of the war. As the war concludes students will compare competing models for Reconstruction: Presidential, Congressional, and White Southern while assessing the assassination of President Lincoln and its implications for Reconstruction and the policies of Andrew Johnson. Other major topic of this unit include military occupation of the south; the emergence of black republican governments; impeachment of Andrew Johnson; Radicalization of Reconstruction; 13th, 14th and 15th Amendments, white resistance, the KKK and the spiral of violence; and readmitting southern states, the Grant scandals, the restoration of conservative white governments, and the gradual denial of black rights in the South.

Primary Interdisciplinary Connections: *ELA, Art, Music*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: To understand the growth of the United States before the Civil War including the social movements resulting from sectional differences, the events leading to the American Civil War and post-War adjustments.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in



the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SEL.PK-12.3 – [Competency] Social Awareness

SEL.PK-12.4 - [Competency] Responsible Decision-Making

NJSLSA.W8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Content Statements: Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices. Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
6.1.12.Civics.PI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.GeoSV .3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native



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	American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.HistoryCA.4.c	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
6.3.12.CivicsPD.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).



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6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.9b	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Evidence of Learning

Summative Assessment: After approximately 20 days of instruction students will demonstrate their knowledge/understanding of the objectives by taking a unit test reflecting their mastery of the content.

Equipment Needed:

Outline maps, internet access, DVD player, colored pencils, chart paper

Teacher Resources: Laptop computer, teacher-prepared handouts, readings

Formative Assessments:

- Notes
- Class participation
- Classwork
- Homework
- Section/Chapter quizzes
- Document - based questions



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- Mini-projects- i.e. Civil War battle newspapers
- Timelines, graphs, charts
- Mini-Reports- i.e. biographies
- Newspaper editorial on the Impeachment of Andrew Johnson



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Lesson Plans

Lesson	Time Frame
Lesson 1: Manifest Destiny -American Frontier	6 days
Lesson 2: Lincoln assassination Letter	5 days
Lesson 3: Reconstruction Venn diagram	4-5 days

Teacher Notes: Prepare guide notes using chapter intro/summary/objectives, make listing of key terms and answer Section Review questions in Chapter in advance

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

historyonthenet.com

fasttrackteaching.com

pbs.org

lincolnlbraryandmuseum.com

civilwarstudies.org

history.com

c-span.org



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Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: *American Frontier: Fact and fiction* Time Frame: 6 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

American Literature

Integration of Technology:

Show brief clips from the Story of US- Westward

Equipment Needed:

DVD player; access to school library/local library collections of short stories and novels

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand that the American Frontier brought both solutions and problems - Understand fiction writers as well as documentarians have portrayed the American Frontier - Be given the opportunity to read short stories and novel excerpts about the American Frontier and then comment on what the literature tells them about the period	Lesson Sequence - Class discussion - we learn about the past -the American West-not only through films and history books but also through fiction about the period - Watch clip- The Story of US- Westward - Give students a choice of reading the following works or others that portray pioneer life: - An excerpt from any of the 5 Leatherstocking Tales by James Fennimore Cooper (1789-1851) - The short story "The Luck of Roaring Camp" or "The Outcasts of Poker Flat" by Bret Harte (1836-1902) - The short story/tall tale "The Celebrated Jumping Frog of	- Close: Review, complete classwork/homework - chapter review questions - Take notes on sections - Answer review question worksheets - Administer section quizzes and chapter test



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Calaveras County" by
Mark Twain
(1835-1910)

d. The short story
"Neighbor Rosicky" or
"the Sculptor's Funeral"
by Willa Cather
(1873-1947)

e. The short story "Under
the Lion's Paw" or "A
Day's Pleasure" by
Hamlin Garland
(1860-1940)

f. An excerpt from the
novel "Giants in the
Earth" by Ole Rolvaag
(1876-1931)

- In the left column of a
two-column chart, students
will list the major
characteristics of the
real-life American people
who lived during the 19th
century - negative
characteristics as well as
positive ones. Based on
history books and
documentaries, students
should characterize the
pioneers in:

- a. social terms - their manners
and customs
- b. economic terms - what
wealth they took with them,
what wealth they achieved.
- c. political terms - their
dependence on or attitudes
toward government; and
- d. philosophical/religious
terms - their morality, their
attitudes toward nature and
other people, especially
people not in their own
ethnic group.

- As students read the works
of fiction they've chosen,



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they should note in the right-hand column specifics that illustrate how the fictional characters conform to or differ from the descriptions in the left-hand column.

- When they finish their reading and have reviewed their charts - perhaps, adding to the charts the students will be ready to draft their essays. Stress that their thesis statements should make clear whether the author's portrayals of characters on the frontier do or don't correspond with the information students have from non-fiction sources.
- Students may be instructed to consider the following additional questions in their essays:
 - a. What was the author's personal experience of the Frontier? Is it important to know whether the author lived on the frontier himself or herself?
 - b. Would you characterize the author's vision of the frontier as realistic or romantic? Why?

Differentiation:

Options: textbook reading, online research, Cornell notes and summary, graphic organizers

Resources Provided:

- Suggested: Key terms/people handouts
- End of Chapter Section Review Questions
- Study Guides
- Maps/charts/graphic organizer



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Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: *Lincoln Assassination Letter* Time Frame: **5 Days**

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Literature, Criminology

Integration of Technology:

Internet, DVD player

Equipment Needed:

Laptop computer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the time and setting of the assassination - Identify the main participants - Read and interpret first-hand accounts of the assassination by those who were present - Compare and contrast the various accounts - Produce a letter to a friend or relative describing the night of the assassination as they "witnessed it"	Lesson Sequence: - As an overall review of the Lincoln assassination students will view David Wolper's "They've Killed the President." - Students will take notes on the film or answer questions from a teacher-prepared worksheet. - Students will consult various books about the assassination, i.e., 'The Day Lincoln was Shot' by Jim Bishop and employ research skills on the Internet regarding eye-witness accounts of the assassination. - Students will consult newspaper accounts i.e., New York Times, the New York Herald, and Harpers' Weekly. - From all information garnered, students will write	- Classwork/homework assignments - Mini-biographies on the personalities involved - Booth and the conspirators, Dr. Charles Leale - Chapter Test on Lincoln & the Civil War



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a letter to a friend or loved-one on the assassination of President Lincoln as they saw it happen.

- Student's letters must include their own personal feelings on this event.

Differentiation:

Options: textbook reading, online research

Resources Provided:

- Suggested: Key terms/people handouts/worksheets
- End of Chapter Section Review questions
- Floorplan of Ford's Theater



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Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: ***Reconstruction Venn Diagram*** Time Frame: ***4-5 days***

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English

Integration of Technology:

Internet

Equipment Needed:

poster/chart paper

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare Lincoln's plan for Reconstruction with the Radical Republicans' plan • Identify the causes of the opposition by Radical Republicans to Andrew Johnson • Identify the aspects of the three plans: Lincoln's (Moderates), Radicals and Johnson's plan	Lesson Sequence • Class discussion on the Post-Civil War South • View PBS film on "Reconstruction" as an overview of the topic. • Internet research on Lincoln's Reconstruction plans, Congressional (Radical) Reconstruction Plan, Johnson's Reconstruction Plan • Compare and contrast the Reconstruction Plans • Students will create a Venn Diagram (3-circle) indicating which features of the plans were common to all three plans; those that were only shared by two of the plans and aspects that were only common to their own Reconstruction Plan. • Essay on which Reconstruction plan they	• Classwork/homework assignments on Reconstruction chapter • Take notes on PBS film • Section quizzes • Chapter Test



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believe would have been most effective with supporting reasons why it was the better choice over the other two plans.

Differentiation:

Options: Textbook reading, online research, graphic organizer

Resources Provided:

- Suggested: Key terms/people handouts/worksheets
- End of Chapter Section Review Questions
- Graphic Organizer



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10	Course Title: US History to 1900 Honors
Created: Mande Bellarosa	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 10 **Unit Title:** Unit 4- The Rise of the Industrial Giant- Passing of the Old Front to the Gilded Age

Unit Summary: This unit begins by evaluating the social and economic effects of post-bellum industrialization in the North and the South; the expanding economic power of the United States in the world economy and the impact of an unregulated economy on the development of heavy industry and the emergence of business tycoons. Students will do case studies on industrialists such as Rockefeller, Carnegie, Morgan, and Vanderbilt. This unit moves on to evaluate early attempts to rein in big business by the government at the state and federal levels. Westward expansion is evaluated as seen in the context of the railroad industry and their emerging economic interests. Conflicts between Native Americans and settlers, ranchers, miners are highlighted along with military conflicts with Native Americans. As this unit moves on to the Gilded Age issues of industrialization, urbanization, and cultural transformations are evaluated as well as domestic and global challenges and the creation of mass culture. Students analyze urbanization and the competing ideals of city and rural life in America with a focus on immigration, minority rights, and a rigid class system. The issues of corruption and machine politics in state and local governments play a large role in this unit as does the rise of agrarian discontent and the Populist response.

Primary Interdisciplinary Connections: English

[21st Century Themes](#) ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: Following the Civil War, the old frontier began to disappear. For Native Americans the slaughter of the buffalo and the gradual expansion of white settlement meant conflict, struggle and the ultimate end of their way of life. By 1890 the American Census Department officially declared the frontier closed. The open plains had been transformed with the help of the telegraph, railroads and barbed wire into a land of farms, ranches, mining camps and towns. Spawning from the East, new and improved transportation and communication systems and the harnessing of electrical power had led to a new industrial age. Powerful business emerged which utilized many factors such as: cheap labor, abundant raw materials, new technologies and new forms of business organizations to build monopolies. Many of these businesses thrived at the expense of poor unskilled workers who suffered through low wages and harsh conditions. Many workers began to unionize to try to improve their conditions. By the end of the nineteenth century, political corruption, social problems, and widespread agrarian unrest caused concern throughout the nation.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.



NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SEL.PK-12.3 – [Competency] Social Awareness

SEL.PK-12.4 - [Competency] Responsible Decision-Making

NJSLSA.W8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Content Statements: U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.GeoPP.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.HistoryNM.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
6.1.12.HistoryNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.



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6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
6.3.12.CivicsPD.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
9.4.12.CI.1:	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement and transition
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.9b	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



Evidence of Learning

Summative Assessment: Test, Essay

Equipment Needed: Laptops/Internet

Teacher Resources: Internet, Textbook, etc.

Formative Assessments:

- Class Discussions
- DBQ Essays
- Multiple Choice Tests
- Free Response Essays



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Lesson Plans

Lesson	Time Frame
Lesson 1: Homestead and Pacific Railway Acts (1862)	1 class period
Lesson 2: Debating the Dawes	3 Class Periods
Lesson 3: Labor Relations: Pullman Strike	4 days

Teacher Notes: Prepare guided notes using chapter intro/summary/objectives, make listing of key terms and answer section review questions in chapter in advance

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.pbs.org/weta/thewest/resources/archives/index.htm>

<http://www.google.com/search?client=safari&rls=en&q=Debating+the+Dawes+Act&ie=UTF-8&oe=UTF-8>

http://www.pbs.org/newshour/updates/business/july-dec01/labor_day_9-2.html

<http://www.digitalhistory.uh.edu>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: *Homestead and Pacific Railway Acts (1862)*
 Time Frame: **1 Day**

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English

Integration of Technology:

Word Documents, OnCourse.com

Equipment Needed:

White Board, Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the need for a Transcontinental Railroad - Analyze primary source material; The Homestead Act and the Pacific Railway Act - Appreciate the effect the railroad had on American life from a variety of perspectives (railway owners, settlers, and land speculators)	Lesson Sequence Independently have the students analyze the Homestead and Pacific Railway Acts (1862) with guiding questions to help them understand what each accomplished. After discussing these two acts as a class, break the class up into groups, assigning each group one of the following roles: Railway Owner: As railway owners you will want to maximize your profits. Your lawyers are ready to look over both acts to see how your company can make the most money. As a group, plan whatever strategies you can to do so. (In your thinking, be sure to	- Notes - Class Participation - Mini presentations



include use of the land you will acquire.)

Land Speculators: You are neither settlers nor railway owners, but people who want to buy land as cheaply as possible and then re-sale it at a much higher rate. Your lawyers will look at both these acts to find as many loopholes as possible for ways in which you can purchase land for resale.

Settlers: You are people who want to purchase land for farming. The Homestead Act seems like the bonanza you have been waiting for. However, profiting from both these acts may be harder than you imagine. Discuss the various difficulties you may face in terms of staking your claim to land, holding on to it, and making it profitable.

Cooperative learning: Strategize how to make the most out of the two acts. Assigned Roles: railway owner, land speculator, settlers.

Differentiation:

Bullet point the Acts for lower level students.

Resources Provided:

- Handouts of the two Acts



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Lesson Plan 2 Template

Content Area: _____ Lesson Title: *Debating the Dawes Act* Time Frame: *3 class periods*

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English, Communications, Technology

Integration of Technology:

Laptop, Word Document, Internet, OnCourse, PowerPoint

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Debate Dawes Severalty Act of 1887 and its consequences for Native Americans.	Lesson Sequence - Students will break into two groups to prepare a debate. - Debate: Resolved: That the Dawes Act was the result of well-intentioned reformers who had reasonable expectations that it would improve life for American Indians.	- Notes - Class participation - Personal reflection on the outcome of the debate
Differentiation: - Create a Chart of both sides - Create a visual for the main ideas of debate - Create a timeline for the event in question - Role play		
Resources Provided: - Overview of the Debate - Websites to initiate research		



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Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: ***Conflict Resolution: Pullman Strike*** Time Frame: ***4 days***

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

English, Communications, Technology

Integration of Technology:

Laptop, Word Document, Internet, OnCourse, PowerPoints

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine the causes and consequences of the Pullman Railroad Strike of 1894 and the Paterson Silk Strike of 1913 - Understand how the railroads transformed the fabric of American industrial life after the Civil War - Compare the differing forms of labor organization in the late 1800s - Understand the effects of the Depression of 1893 on the railroad industry - Understand the goals of late 19th century social reformers - Understand the 19th century doctrine of free labor and the court's' view	Lesson Sequence - Introduce Conflict Resolution - Teach skills in peacefully negotiating a conflict - Research assigned roles - Take part in the mock mediation - Debrief and discuss	- Notes on assigned role - Notes from mediation - Observer Sheet - Class Participation



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of labor strikes or boycotts
as illegal

- Compare the context in which labor disputes were resolved before and after the 19th century

Differentiation:

- Mock Trial
- Mock TV Press Conference
- Timeline of Events
- TV Expose Report

Resources Provided:

- Conflict Resolution Packet
- Pullman Strike Packet
- Role Cards
- Summary of Actual Events



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10	Course Title: US History to 1900 Honors
Created: Mande Bellarosa		Board Approved on:



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GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension